2:Sanders E-5 (no date) 1949 EEl Bulgaria EEl

658 871 government through the Ministry of Education. Parents had no fee to pay, unless the child continued his education in a gymnasium in Sofia.

[593] [861] There was, the director said, a noticeable relationship between the type of home and success in school work. Uneducated parents did not provide good conditions for study, since the pupils had no tables on which to write, no quiet, and lived in unhygienic surroundings. The more intelligent parents did their best to remedy such defective conditions. Most of the children had a great desire to study, but unfortunately many parents killed this enthusiasm. They either sent their children to tend the cattle, or, if the student gave lessons as an excuse for not doing some task, the parent said, "You don't need all that stuff from books."

876 At times the teachers gave some of the poor but bright students garments, shoes, and caps. The students receiving the mark six (excellent) were taken free of charge on a trip to a theater in Sofia, were given a free bath at the public bathhouse, and a large bowl of soup in a Sofia restaurant. As the director said, "Prizes help a great deal to stimulate study, and those who do not attain them are very disappointed." Five or six times a year the teachers took the older pupils to Sofia to visit the zoological gardens, the museums, a monastery, and sometimes a movie theater.

871 A glance at the list of courses on page 135 shows how the subjects were distributed through the first seven years of school. The tendency had been to follow the conventional courses of Western Europe, without any real adaptation to the needs of the villagers.

872 The textbooks, uniform for the whole Sofia district, were chosen by the Ministry of Education. While most students bought their own paperback textbooks, the school had approximately $245 in its budget for a textbook loan library to aid the poor students. The teachers assigned written work at intervals; for instance, the teacher in history and geography would give homework every five or six lessons, the teacher in arithmetic every day. All students recited daily because of the small number in the class, but written tests and examinations were not employed to the extent they are in American schools. Near the end of the semester one written lesson was required in each